



From the Principal - Sam Abblitt



Principal Annual Report School Association 2014

As I think about the year we have just had there are parts of me that simply can't believe we have achieved what we have and other parts that know there is still so much to do. We aren't the "new kid on the block" anymore and no longer referred to as 'the new school' but simply as Port Sorell Primary.

It will acknowledge a passage of time and a coming of age (albeit still young) but more importantly it will demonstrate that we are for now and evermore responding to the needs of our students and not just to the expectations of outside influences.

So if I ponder for a moment and ask myself..."well what sort of school is Port Sorell Primary developing to be?" I might answer it several ways:

- * We are coming together as a community—a community of learners and a community of families. We are all here wanting what is best for our child; our children; our students.
- * We want our school to be the best it can be in order that our children can be the best they can be;
- * We value respect; responsibility; resilience, learning, equity and excellence. Our children are developing a sense of, and beginning to identify with, our school's 3Rs - Respect, Responsibility and Reflect;
- * We foster a caring environment for each other and for our surroundings;
- * We have high expectations for our students' achievements and behaviour through the high quality of our inclusive teaching practices;
- * We encourage the support of our community - our Association community (parents, staff and students) and our broader community (of the Port Sorell/ Shearwater/ Hawley area as well as the broader Latrobe Municipality). We know it takes a village to raise a child and we all have an equally important role to play in that;
- * We invite feedback, in order that we can grow and respond, not just to our (parent) community expectations but also because of what we know about best practice in high quality schools.
- * Educational writers Michael Fullan and Germain are quoted as saying "*what is worth fighting for is to not allow our school to be negative by default but positive by design*". Our interpretation of this quote is for us to be thoughtful about all we do; ensure we don't just let things happen because it might have been the way things are done in other schools and to start the way we intend to finish. It is confirming for us that this is also the direction the School Association Committee is taking with establishing their ways of working too.



The teaching staff for 2014 is as follows:

- Kinder: Mrs Rose Devlin
- Kinder: Mrs Tania Bean
- Prep: Mrs Lyndall Georgiades
- Prep/ 1: Miss Aimee Piscioneri
- Grade 1-2: Ms Angela Lincoln
- Grade 1-2: Miss Heather McBain
- Grade 1-2: Mrs Lollita Stratton
- Grade 3-4: Miss Natalie Scully
- Grade 3-4: Ms Elizabeth Hughes
- Grade 3-4: Mr Peter Williams
- Grade 5-6: Ms Jane Matthewson and Mr Alex Baldock
- Grade 5-6: Mrs Tammy Baldock
- Music: Peter Georgiades
- PE: Alex Baldock
- Launching into Learning: Jo Rann
- Learning Support: Leanne Purton and Anne Thompson and Rose Devlin and
- Senior Staff: Simon Payton (AST) and Samantha Abblitt (Principal)

And we are supported tirelessly by our ancillary staff:

- School Business Manager: Mandy Lillico
- Office Clerk: Michelle Hamilton
- Library technician: Mandy Crawford
- Education Facility Officers: Mark Chiddy, John Hamilton, Barry Graham and Jacki Haines and
- Teacher Assistants: Maree Rice; Naomi Lancaster; Kylie Grave , Deb Van Buuren and Rob Thomas.

The focus for our staff is articulated in our operation plan and, more broadly, in our strategic plan. We know that if we improve student learning outcomes in the area of reading we will positively affect all other learning and that is our main focus for improvement targets. Our staff are supported in professional learning in the following areas:

- The Australian Curriculum (English, Mathematics, History, Science and Geography);
- The use of ICT to support all learning;
- The literacy and Numeracy Support materials;
- The use of Epipens and anaphylaxis;
- KidsMatter;
- Supporting students with English as a second language;
- LOTE (Japanese);
- Running records and reading strategies (CAFÉ)
- Mental computation;
- Supporting students with additional learning needs;
- Autism;
- Ways of working (7 Norms of Collaborative Work);
- 3 waves of instruction/ intervention;
- Developing vocabulary across all learning areas;
- Developing learning intentions (making them explicit to students);
- And access to others that are identified to enhance our foci and our teaching and learning program.



I know we would have many examples of experiences where those values and expectations are realised in action. We all have our part to play and we have always encourage everyone to be actively involved. It is easier to stand back and throw stones than it is to help catch those stones and turn them into diamonds.

We are working very hard at PSPS to turn all our opportunities into diamonds for our children and we are encouraged by those who presume our positive intent in doing so. We understand we don't have everything embedded and we appreciate respectful feedback that is solution focused to ensure we are '*positive by design*' and responsive to the needs of the individual in the context of the larger group.

There are many, many people to thank who are helping us. If I try to name everyone now, I am sure to miss someone out and at the risk of offending anyone I simply want acknowledge in a broad sense, our appreciation of the support; the feedback; assistance and contribution from those many, many people to making our school the best it can be.

To all the parents who have provided extra time, not just to classrooms but in helping with our committees; canteen and book covering; your dedication to our school has been noticed and we greatly appreciate it.

Lastly, but really the most important is a big thank you to the students. The students are the ones who make this school what it is; the reason we exist and the reason we strive to achieve the best we can for them. The students have been integral in establishing our culture and setting the tone. They are now settled into being familiar with expectations and standards and becoming known as thoughtful, high achieving citizens in our community.

I am very impressed with this group of young people and how they have handled the change to a new school and what that change has involved.

I believe the future focus for our work as an Association Committee is to ensure our parents and carers feel that same sense of pride and belonging to our school as the students and the staff. Our parents and carers haven't had the same level of immersion in our establishment as staff and students yet their support is vital for our continued success.

Our work in 2014, as a committee needs to be focused on bringing our parent body together to support everyone's prime focus - our students.

Learners First... connected and inspired.

